

# **2005 – 2006 TCAP ACCOMMODATIONS INSTRUCTIONS**

**FOR STUDENTS WITH DISABILITIES**



## **2005 – 2006 TCAP Accommodations Instructions For Students with Disabilities (Individuals with Disabilities Education Act and Section 504)**

These instructions have been developed as a guide for Individual Education Plan (IEP) Team and 504 Review Committees when considering a student's involvement in state/district-mandated large-scale assessments.

Section 504 of the Rehabilitation Act of 1973 and Title II of the American Disabilities Act of 1990 (ADA) provide that: *“No otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”* The 1997 Reauthorization of the Individuals with Disabilities Education Act (IDEA) states that all students with disabilities must be included in state, regional, and district large-scale assessments, with results from assessments reported and findings aggregated with the total school population. In addition, the No Child Left Behind Act (NCLB) of 2001, mandated accountability for the participation of all students in statewide assessments. On December 9, 2003, the Office of Elementary and Secondary Education of the U. S. Department of Education issued the final regulation for assessing students with disabilities under NCLB. The regulation provides guidance for the use of accommodations in the assessment of students with disabilities.

Page 68700 of Federal Register/Vol. 68, No. 236 states:

*“The Department expects most students with disabilities to participate in the regular statewide assessment either without accommodations or with appropriate accommodations that are consistent with the accommodations provided during regular instruction. Current §200.6 requires that the IEP team determine the accommodations necessary to measure the academic achievement of students with disabilities relative to the State’s academic content and achievement standards for the grade in which the student is enrolled. Through the IEP process, parents should be informed of the potential consequences, if any, for their child if he or she participates in a regular assessment with particular accommodations...”*

The IEP Team or Section 504 Committee can determine if a student with a disability will be administered a state-mandated test under standard conditions, be administered a state-mandated test with accommodations, or participate in alternate assessment. The decision must be documented in the current IEP or 504 Service Plan. Each member of the Team/Committee is to have access to the accommodation information contained within this publication prior to the meeting.

The IEP Team or Section 504 Committee must determine specific procedures for accommodation use to avoid any anomalies or inappropriate administrations. The Team/Committee must specify, to the greatest degree possible, information that will guide the school test coordinator and Test Administrator when providing accommodations to students.

The Tennessee Comprehensive Assessment Program (TCAP) includes the following assessments:

<b>TCAP Assessment</b>	<b>Grades Assessed</b>
<b>Achievement</b>	Grades 3, 4, 5, 6, 7, 8 (Grades K, 1, 2: Optional for district-wide assessment)
<b>Writing</b>	Grades 5, 8, 11
<b>Gateway Assessments</b> <ul style="list-style-type: none"> <li>required for students entering high school Fall of 2001 and thereafter <ul style="list-style-type: none"> <li>► Gateway Mathematics</li> <li>► Gateway Language Arts</li> <li>► Gateway Science</li> </ul> </li> </ul>	Taken at completion of related courses (or as determined by the IEP Team)
<b>Competency</b> <ul style="list-style-type: none"> <li>only for students who entered high school prior to Fall of 2001 <ul style="list-style-type: none"> <li>► Mathematics</li> <li>► English/Language Arts</li> </ul> </li> </ul>	Available only for students with IEPs who fall within the Competency diploma requirement and are currently enrolled or have exited with a Special Education diploma and are returning to attempt exit with a Regular diploma. These students may take the Competency Test until age 22.
<b>End-of-Course (EOC) Tests</b>	Taken at completion of specified courses
<b>TCAP Alternate Assessment</b>	<b>Grades Assessed</b>
TCAP-Alt Portfolio (PA)	PA: Grades 3, 4, 5, 6, 7, 8 High School: Reading/Language Arts (includes writing), Mathematics, and Science (Grades K, 1, 2: Optional for district-wide assessment)
TCAP-Alt Out-of-Level Assessment	Out-of-Level: Grades 3, 4, 5, 6, 7, 8, 9, 10  <i>Note: Students participating in Out-of-Level must also participate in TCAP-Alt Writing Assessment in grades 5 and 8.</i>
TCAP-Alt Writing Assessment	Grades 5, 8, and 11

**NOTE:** If a system chooses to administer a non-mandated, district-wide assessment, the appropriate procedure would be to implement the applicable Allowable, and/or Special Accommodations or ELL Accommodations.

There are three types of accommodations used with the TCAP Assessments: Allowable, Special, and English Language Learners (ELL). All students may use **Allowable Accommodations** as needed. **Special Accommodations** may be used if the student meets required conditions. Conditions are documented in the IEP or 504 Service Plan and verified according to the student's specific impairment or through individualized assessment showing the severity of the disability. If the required condition is not met, the student may not use the Special Accommodation. **ELL Accommodations** may be used by students who score as Limited English Proficient (LEP) on the Comprehensive English Language Learning Assessment (CELLA).

**NOTE:** In rare cases additional accommodations other than those listed in this document may be needed for students. For these students the *Unique Adaptive Accommodations Request Form (UAARF)* should be submitted to the Department of Education for review and approval.

All Special and ELL Accommodations used must be appropriate for the individual student and documented on the IEP or 504 Service Plan as a classroom accommodation that has been used consistently during the school year. If the student has not been receiving special education or 504 services during the school year prior to the TCAP Assessment, the IEP Team or 504 Review Committee must attach documentation showing this accommodation was implemented within the regular classroom as an intervention. If an accommodation is discussed at the IEP or 504 Service Plan meeting, but has not been used in the student's program to the extent that the student is proficient with the accommodation, the accommodation may not be used. The student will not perform any better on the assessment and in some cases not as well, if the student has not been using the same accommodation on a consistent basis over a period of time across appropriate areas of the curriculum. The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert the purpose of the test. ***An accommodation based solely on the potential to enhance the student's performance beyond providing equal opportunity to demonstrate proficiency in content knowledge is inappropriate and can result in nullification of test scores.***

Prior to any state or district-wide testing, Test Administrators must receive information regarding any accommodations used by students participating in the assessments.

- Special education personnel are responsible for ensuring proper use of Special Accommodations by special education students. Special education personnel **are not** responsible for overseeing Allowable Accommodations for students without IEPs.
- School level 504 Coordinators are responsible for ensuring proper use of accommodations by students receiving services under Section 504.
- ESL personnel are responsible for ensuring proper use of ELL Accommodations by ELL students.
- When students receive a combination of ESL and 504 and/or special education services, the ESL, Special Education and/or 504 Coordinators at the school level should work together to ensure appropriate use of documented accommodations.

## Directions – Documentation of Accommodations on IEPs and 504 Service Plans

504 Review Committees should attach to the student's 504 Service Plan all *TCAP Allowable/Special Accommodations Addendum(a)* that correspond to the assessments the student will be taking during the current school year.

IEP Teams must complete the **State/District-Mandated Assessments** section of the IEP (shown on following page) and attach the *TCAP Allowable/Special Accommodations Addendum* for each TCAP Assessment that will be administered to the student during the school year.

### Example from **State/District-Mandated Assessments** section of the IEP

**State/District-Mandated Assessments:** (Check either Number 1 or Number 2. The appropriate TCAP Accommodation Addendum must be attached to this IEP.)

1. \_\_\_ Student will participate in the following State/District Mandated assessment(s):

☐ Achievement    ☐ Writing    ☐ Competency    ☐ EOC    ☐ Gateway

<p><u>Gateway Tests</u>    <u>Score / Date / Pass (Y/N)</u></p> <p><input type="checkbox"/> Mathematics    ___ / ___ / ___</p> <p><input type="checkbox"/> Language Arts    ___ / ___ / ___</p> <p><input type="checkbox"/> Science    ___ / ___ / ___</p>	<p><u>Competency Tests</u>    <u>Score / Date / Pass (Y/N)</u></p> <p><i>(For students entering high school prior to '01-'02)</i></p> <p><input type="checkbox"/> Mathematics    ___ / ___ / ___</p> <p><input type="checkbox"/> Language Arts    ___ / ___ / ___</p>
--	---

End-of-Course Test(s):

☐ \_\_\_\_\_    ☐ \_\_\_\_\_    ☐ \_\_\_\_\_  
☐ \_\_\_\_\_    ☐ \_\_\_\_\_    ☐ \_\_\_\_\_

☐ District Assessment: \_\_\_\_\_

(Check A, B, and/or C to indicate accommodations to be provided).

☐ A. No Accommodations  
☐ B. Allowable Accommodations  
☐ C. Special Accommodations    ☐ Yes    ☐ No – Accommodations Addendum(a) Attached  
☐ D. ELL Accommodations

2. \_\_\_ Student will participate in the TCAP Alternate Assessment (TCAP-Alt).

☐ Yes    ☐ No – TCAP-Alt Participation Addendum Attached

The following instructions outline completion of the state/district-mandated assessment section of the IEP.

### 1) \_\_\_ Student will participate in the following state/district-mandated assessment(s):

*Check #1 if the student is participating in any of the statewide or district assessments.*

☐ Achievement    ☐ Writing    ☐ Competency    ☐ EOC    ☐ Gateway

*Check box(es) next to the TCAP assessments in which the student will participate.*

<p><u>Gateway Tests</u>    <u>Score / Date / Pass (Y/N)</u></p> <p><input type="checkbox"/> Mathematics    ___ / ___</p> <p><input type="checkbox"/> Language Arts    ___ / ___</p> <p><input type="checkbox"/> Science    ___ / ___</p>	<p><u>Competency Tests</u>    <u>Score / Date / Pass (Y/N)</u></p> <p><input type="checkbox"/> Mathematics    ___ / ___</p> <p><input type="checkbox"/> Language Arts    ___ / ___</p>
--	--

*Indicate under the student's required graduation tests (Gateway or Competency) whether the student will participate in the mathematics, language arts or science tests. Record the student's most recent score, date of the test and if the student passed the test as yes (Y) or no (N), when applicable.*

**End-of-Course Test(s):**

<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

*EOC tests are taken at the completion of English I, Math Foundations II, US History and Physical Science. Write the applicable course(s) in which the student will participate this year and check the box next to that course. If the student is enrolled in a course in which EOC field testing is scheduled, the student should participate in field testing using all appropriate accommodations.*

☐ **District Assessment:** \_\_\_\_\_

*Check if the student will participate in district-wide assessment this year. Write the name of the assessment on the line provided.*

☐ **A. No Accommodations**

☐ **B. Allowable Accommodations**

☐ **C. Special Accommodations**

☐ **D. ELL Accommodations**

*Check boxes A and/or B, C, and/or D to indicate accommodations being provided. If an accommodation is not used throughout the student's education program, do not use the accommodation during the assessment.*

☐ **Yes** ☐ **No – Accommodations Addendum(a) Attached**

*Check "Yes" or "No" to document if the completed accommodations addendum has been attached to the IEP.*

**2) \_\_\_\_\_ Student will participate in the TCAP-Alternate Assessment (TCAP-Alt):**

*Check #2 if the student meets participation criteria for the Tennessee Comprehensive Assessment Program-Alternate (TCAP-Alt). If the student meets criteria for the TCAP-Alt, the TCAP-Alt Participation Addendum must be completed by the IEP Team and attached to the IEP.*

☐ **Yes** ☐ **No – TCAP-Alt Participation Addendum(a) Attached**

*Check "Yes" or "No" to document if the completed TCAP-Alt Participation Addendum has been attached to the IEP.*

## **Completing the Accommodations Addenda**

Addenda are provided for each of the TCAP assessments – Achievement, Competency, EOC, Gateway, and Writing. Each addendum outlines both Allowable and Special Accommodations available for the specific assessment. After the IEP Team or 504 Review Committee determines all assessments in which the student will participate throughout the school year, considerations are given to the appropriate available accommodations that the student will use. An addendum for each assessment in which the student will participate may be found in the *2005-2006 TCAP Accommodations Addenda* document and must be completed during the student's annual IEP or 504 Team meeting.

The IEP Team or 504 Review Committee will check the box on the Accommodation Addendum(a) to indicate whether the student is receiving services through special education or Section 504. The date the addendum is completed and name of the student should be entered in the spaces provided.

The "Allowable Accommodations" table on each page lists the Allowable Accommodations available for that assessment. The IEP Team or 504 Review Committee will consider each of these accommodations as it relates to the student's educational program. Check "Yes" or "No" next to each accommodation that is to be used on the assessment.

The “Special Accommodations” table on each page lists the Special Accommodations available for that assessment. The “Accommodations” column describes the accommodation and provides the corresponding letter to be coded on the assessment answer document. The “Documentation Verification” column records the consistent use of that accommodation within the student’s general education program. ***Note that some accommodations available to students receiving special education services may not be extended to those students with services under Section 504.*** When accommodations are not available to students with 504 plans, the boxes have been darkened. If an accommodation is to be used for the assessment, check “Yes” or “No” in the corresponding box to document consistent use of that accommodation in the classroom.

The “Required Conditions for Accommodations” column defines the required conditions for each accommodation for each TCAP assessment. A student must meet the requirements for that accommodation before it may be used.

The “Notations” column provides additional information applicable to each accommodation. This may include considerations such as Extended Time limits, directions for accommodation usage, when the accommodation may or may not be used, or Allowable Accommodations including Flexible Scheduling and Flexible Setting needed for implementation.

The *ELL Accommodations Addendum* is located in the Appendix of this document. ELL Accommodations may be used in conjunction with Allowable and Special Accommodations by students who score as “limited English proficient” when the student has either an IEP or a 504 Service Plan. ELL Accommodations are not listed with the TCAP test-specific *Allowable/Special Accommodations Addenda*. When the student qualifies for ELL Accommodations and Special Accommodations (IEP or 504 Service Plan), the *ELL Accommodations Addendum* must be attached to the IEP or 504 Service Plan. If Extended Time is documented on both the *Allowable/Special Accommodations Addenda* and the *ELL Addendum*, the amount of Extended Time should be determined by the IEP Team or 504 Review Committee.

## 2005-2006 TCAP ALLOWABLE ACCOMMODATIONS

Use of Allowable Accommodations is based on individual student need and may be used by **any student** as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) TCAP Gateway	TCAP Writing
<b>Large Print or Braille</b> ( <i>Readers for illustrations and graphs</i> are permitted <i>if verified Visual Impairment</i> is documented on IEP)	Extended Time is allowed if student meets required conditions for Special Accommodation A	Untimed	<b>EOC</b> – Extended Time is allowed if student meets required conditions for Special Accommodation A <b>Gateway</b> – Untimed	Extended Time is allowed if student meets required conditions for Special Accommodation A
<b>Sign Oral Instructions Verbatim</b>	Allowed	Allowed	Allowed	Allowed
<b>Re-read/sign Oral Instructions Verbatim</b>	Allowed	Allowed	Allowed	Allowed
<b>Calculator /Mathematics Tables</b> (Items not measuring computation)	Allowable for specified subtests. See <i>Test Administration Manual</i> for Instructions.	Special Accommodation Only	Allowed See <i>Test Administration Manual</i> for calculator restrictions.	Not Applicable – no calculations
<b>Flexible Setting</b>	Allowed	Allowed	Allowed	Allowed
Individual				
Small Group				
Designated Part of Room				
Study Carrel				
Other Classroom				
Homebound/Out of School				
<b>Visual/Tactile Aids</b>	Allowed	Allowed	Allowed	Allowed
Magnification Equipment				
Templates, Masks, Pointers				
Abacus				
<b>Auditory Aids</b>	Allowed	Allowed	Allowed	Allowed
Amplification				
Noise Buffer				
<b>Multiple Testing Sessions</b> (within school day)	Allowed	Allowed	Allowed	Allowed
<b>Flexible Scheduling</b>	Allowed	Allowed <i>Competency Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed <i>Gateway Tests are untimed. The student should have as much time to complete the test as needed during the school day.</i>	Allowed
Flexible Scheduling of Subtests				
Flexible Time of Day				
<b>Scribe/Recording Answers</b>	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe				Special Accommodation Only
<b>Marking in Test Booklet</b>	Allowed	Allowed	Allowed	Not Applicable
<b>Student Reads Aloud to Self</b>	Allowed	Allowed	Allowed	Allowed



## **Allowable Accommodations**

(for use by *any* student—General Education, Special Education, and ELL – as appropriate)

Any departure from standardized test procedures can potentially invalidate the test results. The test validity is seriously threatened by modifications that change the nature of the task being tested.

Use of Allowable Accommodations should be based on individual student need. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to TCAP test administration. The teacher must discuss the accommodations with the student prior to testing.

TCAP Allowable Accommodations are specifically defined as follows.

**LARGE PRINT OR BRAILLE TESTS:** Any large print or braille test must be requested in advance. Audio versions of the test are sent along with Achievement, Competency, EOC and Gateway tests. With the exception of the Competency Test, audio versions are available to correspond with braille tests only. "Readers" for illustrations and graphs are permitted with the large print or braille versions of the TCAP assessments only when students have Visual Impairment verified on the IEP. Extended Time for students using large print or braille tests is not permitted unless documented on the IEP or 504 Service Plan.

### ***Questions for the Classroom Teacher***

1. Does the student use large print or braille during regular classroom instruction and similar classroom assessments?
2. How will the student record responses to the large print or braille version of the test (e.g., mark in test booklet or dictate to a scribe)?
3. Does the student need magnification devices?
4. Does the student qualify for the Special Accommodation of Extended Time?
5. Will the student require Flexible Scheduling?
6. Will the student require Flexible Setting?
7. Will the student require a "Reader" for illustrations and graphs? If so, is it documented on the student's IEP?
8. If using braille, will the student need the accompanying audio version of the test?

**SIGNING INSTRUCTIONS:** Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. This includes prompts for the Writing Assessment. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically use sign language during regular classroom instruction and similar classroom assessments?
2. Have arrangements been made for the Test Administrator to sign the test being administered?
3. Is the Test Administrator proficient in sign language or the student's individual communication modality?
4. Is the student familiar with the Test Administrator (interpreter)?
5. Will the student require Flexible Scheduling?
6. Will the student require Flexible Setting?

**REPEATING INSTRUCTIONS:** Directions normally read aloud or signed to students may be re-read/signed verbatim as needed. This includes prompts for the Writing Assessment.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically require repetition of instructions during classroom instruction and similar classroom assessments?
2. Is Flexible Setting required due to numerous requests for repetition?

**CALCULATOR/MATHEMATICS TABLES (items not measuring computation):** Calculators and/or mathematics tables may be used for test items that do not measure the academic skill of computation (e.g., applied concepts and algebraic problems) and are permitted on all TCAP Achievement, EOC and Gateway Tests. Therefore, use of calculators and/or mathematics tables on items not measuring computation is not considered a Special Accommodation. If the school system does not permit this Allowable Accommodation, the IEP Team or 504 Review Committee should document use of calculators and/or mathematics tables on the *Allowable/Special Accommodations Addendum*. See *Test Administration Manual* for selected subtests and calculator restrictions.

**Questions  
for the  
Classroom Teacher**

1. Does your system allow use of the Calculator/Mathematics Tables on approved tests/subtests?
2. Does the student typically use a Calculator/Mathematics Tables during classroom instruction and similar classroom assessments (e.g., assessments that do not measure computation)?
3. Will the student require Flexible Setting?
4. Has the memory in the calculator been cleared prior to testing? Memory must also be cleared after testing.
5. If the student has an IEP, does s/he qualify for use of Calculator/Mathematics Tables on all math tests/subtests?

**FLEXIBLE SETTING:** Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation.

*Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.*

**Questions  
for the  
Classroom Teacher**

1. Does the student typically require classroom assessment in an alternate setting or location?
2. Is the student familiar with the setting in which s/he will be tested?
3. Have arrangements for Flexible Setting been made with the Building Level Testing Coordinator prior to the assessment?
4. If the student is assessed in a small group, have arrangements been made to accommodate a group of no more than five (5) students?

**VISUAL/TACTILE AIDS:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers and abacus.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
2. Is the student proficient with the visual/tactile aids to be used during the assessment?
3. Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
4. Is the student using a magnification device? Will s/he tire more easily than other students, requiring the need for Multiple Testing Sessions?
5. Will the student require Flexible Setting?

**AUDITORY AIDS:** Auditory aids include amplification devices and devices that are used as noise buffers. This includes white noise machines

**Questions  
for the  
Classroom Teacher**

1. Does the student typically require visual/tactile aids during classroom instruction and similar classroom assessments?
2. Is the student familiar and proficient with the visual/tactile aids to be used during the assessment?
3. Will the student require Flexible Scheduling in order to appropriately use visual/tactile aids?
4. Will the student require Flexible Setting?

**MULTIPLE TESTING SESSIONS (within school day):** TCAP tests or subtests may be given in smaller segments adhering to the allotted time for that test/subtest as specified in the *Test Administration Manual*. Use of this accommodation requires individual or small group setting. Breaks taken by the student during the testing period must be closely supervised.

As an Allowable Accommodation, “Multiple Testing Sessions” does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

Achievement and EOC tests are timed and the administration must remain within the overall time allotted. The test/subtest must be completed within the school day. Competency and Gateway Tests are untimed and the student may take as much time as needed within the school day to complete the test.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically require classroom assessments to be administered during several “mini-sessions”?
2. Has the Test Administrator worked with the Building Level Testing Coordinator to determine Flexible Setting needs, as well as Flexible Scheduling needs?
3. Is the student familiar with the setting/environment in which s/he will be tested?
4. Has the building testing coordinator determined who will supervise the student during any scheduled breaks?

**FLEXIBLE SCHEDULING:** The student may be administered fewer Achievement subtests during a given day than the recommended system schedule. Extended breaks between subtests may be given to the student. Achievement subtests, End-of-Course Tests, and the Writing Assessment may be given at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. The test/subtest must be completed within the school day. Each test/subtest given must be completed within the school day.

As an Allowable Accommodation, Flexible Scheduling does not apply to an entire general education classroom, but may be appropriate for a few students within that class. Prior arrangements must be made with the Building Level Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system’s testing window.

**Questions  
for the  
Classroom Teacher**

1. Does the student easily fatigue or lose ability to concentrate, requiring extended breaks between testing sessions?
2. Does the student perform better during a specific period of the day (e.g., morning or afternoon)?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine flexible scheduling and flexible setting needs?
4. Is the student familiar with the setting/environment in which s/he will be tested?

**SCRIBE/RECORDING ANSWERS:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. This accommodation may require special return packing procedures. Please contact your System Testing Coordinator for packing instructions. This accommodation is considered a Special Accommodation for the Writing Assessment, and students must meet the required conditions for Special Accommodation J prior to its use. When there is a short-term situation (e.g., broken dominant arm) where a student without an IEP or 504 Service Plan will require the use of a Scribe for the Writing Assessment, directions for Special Accommodation J must be followed for the administration of the test. In this case, the System Testing Coordinator should submit a Unique Adaptive Accommodations Request Form for review and approval.

***Questions  
for the  
Classroom Teacher***

1. Is the student able to mark answers on the answer document provided for the test?
2. Does the student typically have difficulty with fine-motor skills to the extent that a Scribe would be required for accuracy of recording responses?
3. Does the student have a short-term reason s/he is unable to record answers (e.g., broken arm)?
4. Does the student have excessive difficulty with visually tracking answers from the test booklet to the answer document (e.g., loses his/her place)?
5. Is the student able to mark answers on the answer document provided for the test?
6. Does the student use a Scribe during regular classroom instruction and similar classroom assessments?
7. Will the Scribe have prior experience working with the student?
8. How will the Scribe record the student's responses (e.g., use a clean sheet of paper, code the answer sheet, or write in the test booklet)?
9. Will the student dictate to the Scribe by: a) saying the letter of the answer choice, b) reading aloud the entire answer choice, or c) pointing to the correct answer choice?
10. Who will ensure that the student's answers are transcribed accurately on the answer document?
11. Will the student require Flexible Setting?
12. Is Flexible Scheduling required?

**MARKING IN TEST BOOKLET:** With the exception of the Achievement Tests in grades K-3, students may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents. Stray marks in test booklets for grades K-3 could result in inaccurate scoring. If a student in grades K-3 requires additional marking during testing, a transparent overlay may be used. The building testing coordinator must ensure that all transparent overlays are erased after testing.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically use this accommodation during classroom instruction and similar classroom assessments?
2. If a transparent overlay is used (for grades K-3), does the student typically use this accommodation during classroom instruction and similar assessments?
3. Has the student practiced completing assessments on the appropriate type of answer document?

**STUDENT READS ALOUD TO SELF:** The student may read aloud the test being administered to himself/herself if in an individual setting.

**Questions  
for the  
Classroom Teacher**

1. Does the student typically read aloud (or move lips when reading) to himself/herself during regular classroom instruction and similar classroom assessments?
2. If the test has time limits, has the student practiced using this accommodation on a timed test? If so, has the student practiced assessment in an individual setting?
3. Has the Test Administrator worked with the Building Level Testing Coordinator to determine who will administer the test in an individualized setting?
4. Is the student familiar with the setting/environment in which s/he will be tested?

**NOTICE:** In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval. This form may be found at the end of this document or on the web at <http://www.state.tn.us/education/speced/seassessment/>.

## Special Accommodations

(For use by students with disabilities—identified under IDEIA or Section 504 guidelines)

On December 9, 2003, the U.S. Department of Education issued final regulations for assessing students with disabilities under the No Child Left Behind Act (NCLB). These regulations allow more flexibility than previous Departmental guidance and contain language directing that IEP teams determine the accommodations necessary to measure the academic achievement of students with disabilities based on accommodations that are ***appropriate and consistent with the accommodations used during regular instruction.***

Special Accommodations have been established to accommodate disabilities in reading, calculation, sensory (vision/hearing), and physical deficits. These accommodations apply when the severity of the disability causes the student's performance to be an invalid measure of the student's ability. For example, the student's reading level may be significantly below grade level; therefore, knowledge of social studies, science, or mathematics may be obstructed by the student's inability to read test instructions or test items.

Note: The regulations do not extend use of Oral Testing on reading/language arts tests or Use of Calculator on tests of computation to students with 504 Service Plans.

Decisions about the need for and selection of Special Accommodations for students with disabilities are the responsibility of the IEP Team or 504 Committee. The use of Special Accommodations must be determined individually for each test and identified in the student's IEP or 504 Service Plan. Special Accommodations provide students with disabilities an equal opportunity to demonstrate their achievement.

Accommodations should be those that the student needs during ***classroom instruction and assessments*** as identified in the IEP or 504 Service Plan. Special Accommodations may not be used only for participation in TCAP assessments. If the accommodation is not used ***consistently and proficiently*** by the student during classroom instruction and assessments, the student may not use the accommodation.

Special Accommodations should not give students with disabilities an unfair advantage over other students or subvert the purpose of the test. The IEP Team or 504 Review Committee must document on the IEP or 504 Service Plan assessment goals that incorporate the appropriate use of any accommodations to be used by the student during testing situations.

## SPECIAL ACCOMMODATIONS CHART

The Special Accommodations Chart is shown on the next page. Included in this chart are the Special Accommodations available for each TCAP Assessment and the requirements for use of each accommodation.

## 2005-2006 SPECIAL ACCOMMODATIONS<sup>1</sup> CHART

<b>Accommodations</b> Students may use multiple accommodations if Required Conditions are met.	<b>TCAP Achievement</b>	<b>TCAP Competency</b>	<b>TCAP EOC / Gateway</b>	<b>TCAP Writing</b>	<b>Required Conditions for Accommodations</b> All Special Accommodations <u>must</u> be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
<b>A. Extended Time</b>	Extended Time limits determined by <b>IEP Team or 504 Review Committee</b>	NOT APPLICABLE – Untimed	<b>EOC</b> - Extended Time limits determined by IEP Team or 504 Review Committee <b>Gateway</b> – NOT APPLICABLE – Untimed	Extended Time limits determined by <b>IEP Team or 504 Review Committee</b>	· IEP or 504 Plan
<b>B. Read Aloud Internal Test Instructions/Items</b>	<b>504 Service Plan</b> – See <i>Test Administration Manual</i> for allowable subtests <b>IEPs Only</b> – May be used for <u>all</u> subtests	May read aloud or use Audio only or Audio with test booklet	<b>504 Service Plan</b> – See <i>Test Administration Manual</i> for allowable subtests <b>IEPs Only</b> – May be used for <u>all</u> subtests	NA – No Internal Test Instructions. Prompt is routinely read aloud	· 504 Service Plan – As indicated for use on tests not measuring reading/language arts · IEP ONLY- As indicated for all tests/subtests, including those measuring reading language arts.
<b>C. Prompting upon Request</b>	<b>504 Service Plan</b> - See <i>Test Administration Manual</i> for allowable subtests <b>IEPs Only</b> – May be used for <u>all</u> subtests	May be used on Mathematics and Language Arts portions by students with <b>IEPs</b> and <b>504 Service Plans</b>	<b>504 Service Plan</b> - See <i>Test Administration Manual</i> for allowable tests <b>IEPs Only</b> – May be used for <u>all</u> EOC and Gateway Tests, including EOC English I and Gateway Language Arts	NA – No Internal Test Instructions. Prompt is routinely read aloud	· 504 Service Plan – As indicated for use on tests not measuring reading/language arts · IEP ONLY – As appropriately indicated for all tests/subtests, including those measuring reading language arts.
<b>D. Interpreter Signs/Cues Test</b>	<b>IEPs Only</b> – May be used for <u>ALL</u> subtests	<b>IEPs Only</b> – May be used for <u>ALL</u> subtests	<b>IEPs Only</b> – May be used for <u>all</u> subtests	<b>IEPs Only</b> – May be used for <u>ALL</u> subtests	· As indicated on IEP with verified Hearing Impairment/Deafness
<b>E. Student Reads into Audio Recorder: Plays Back Immediately to Self</b>	Extended Time limits determined by IEP Team or 504 Review Committee	Extended Time limits determined by <b>IEP Team or 504 Review Committee</b>	Extended Time limits determined by <b>IEP Team or 504 Review Committee</b>	Extended Time limits determined by <b>IEP Team or 504 Review Committee</b>	· IEP or 504 Plan
<b>F. Calculator / Mathematics Tables: Items not measuring Computation</b>	Allowable Accommodation See <i>Test Administration Manual</i> for specified subtests	See Test Administration Manual for Specified Items	Allowable Accommodation Applicable for all math tests See <i>Test Administration Manual</i> for directions and calculator restrictions	NOT APPLICABLE – No calculations	· IEP or 504 Plan
<b>G. Calculator / Mathematics Tables: 100% - Mathematics</b>	<b>IEPs Only</b> – May be used for <u>ALL</u> mathematics subtests	<b>IEPs Only</b> – May be used for all problems on Competency Mathematics portion	Allowable Accommodation	NOT APPLICABLE – No calculations	· IEP ONLY – As appropriately indicated for use on all math tests/subtests
<b>H. Manipulatives</b>	See <i>Test Administration Manual</i> for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	NOT APPLICABLE – No calculations	· IEP or 504 Service Plan goal in mathematics where manipulatives are consistently used
<b>I. Assistive Technology</b>	See <i>Test Administration Manual</i> for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	See Test Administration Manual for directions	· IEP or 504 Service Plan goal where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) · Technology used as accommodation is necessary for post-school success
<b>J. Scribe</b>	Allowable Accommodation	Allowable Accommodation	Allowable Accommodation	See Test Administration Manual for Directions Extended Time determined by <b>IEP Team or 504 Review Committee</b>	· As indicated on IEP or 504 Service Plan where used consistently in educational program or · Due to short-term physical disability to write.
<b>K. Unique Accommodations</b>	DOE Approval <b>required</b> prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval <b>required</b> prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval <b>required</b> prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	DOE Approval <b>required</b> prior to use. Please see Unique Adaptive Accommodations Request Form in Appendix.	· IEP or 504 Plan documentation of use of accommodation not indicated in Allowable or Special Accommodations. Accommodation must be used 100% of the time in the needed areas and necessary for participation in the student's educational program

<sup>1</sup>Refer to *TCAP Allowable/Special Addenda* for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course and Gateway Assessments – for Special Accommodations applicable to each test.



## Column 1 - Special Accommodations

Students may use all test accommodations for which they are eligible. The student answer document displays only Special Accommodations allowed for that assessment. The bold letters corresponding to the accommodation will be provided on the answer document.

### ACCOMMODATION

### TCAP ASSESSMENT

#### **Scheduling**

**A.** Extended Time

Achievement, Writing, and EOC

#### **Oral Administration**

**B.** Read Aloud Internal Instructions/Items

Achievement, Competency, EOC  
and Gateway

**C.** Prompting upon Request

Achievement, Competency, EOC  
and Gateway

**D.** Interpreter Signs/Cues Test

Achievement, Writing, Competency,  
EOC, and Gateway

**E.** Student Reads into Audio Recorder:  
Plays Back Immediately to Self

Achievement, Writing, Competency,  
EOC, and Gateway

#### **Mathematics**

**F.** Calculator / Mathematics Tables:  
Items not measuring Computation

Achievement, Competency, EOC  
and Gateway

**G.** Calculator / Mathematics Tables:  
100% - Mathematics

Achievement, Competency, EOC  
and Gateway

**H.** Manipulatives

Achievement, Competency, EOC  
and Gateway

#### **Response Options**

**I.** Assistive Technology

Achievement, Writing, Competency,  
EOC, and Gateway

**J.** Scribe

Writing

#### **Unique Adaptive Accommodations**

**K.** Accommodations not listed in current Allowable or  
Special Accommodations

Achievement, Writing, Competency,  
EOC, and Gateway

## **Columns 2, 3, 4, 5 –Achievement, Competency, EOC, Gateway, and Writing**

Refer to the appropriate column indicating the TCAP assessment being given to the student's class. Each Special Accommodation is addressed in Columns 2, 3, 4, or 5 in one of two ways:

1. Instructions provided indicate the corresponding Special Accommodation may be used for the assessment when required conditions in Column 6 have been met.
2. "Not Applicable" indicates that the corresponding accommodation does not apply to the specified TCAP Assessment.

## **Column 6 – Required Conditions for Special Accommodations**

Column 6 provides specific requirements for Special Accommodations A – K.

## **SCHEDULING**

**A. EXTENDED TIME:** Extended Time may be used as an accommodation on any timed test. The amount of Extended Time needed must be determined by the student's IEP Team or 504 Review Committee. According to a publication by the Council for Exceptional Children, "When a student has too much time to finish the assessment, s/he may engage in nonproductive guessing or change answers when they should not be changed."<sup>1</sup> To the extent possible the amount of scheduled Extended Time should be documented in the student's current IEP or 504 Service Plan. This accommodation may be used with all assessment materials, including braille, large print and regular print tests. No test should be administered more than 75 minutes without allowing for a 10-minute break.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an individual setting or small group setting with other students needing the same accommodation.
- A test or subtest for which Extended Time is used may not exceed one school day.
- Each test/subtest must be completed within one school day.
- All testing must be completed within the system's testing window.

### ***Questions for the IEP Team or 504 Review Committee***

1. Does the student typically require Extended Time during regular classroom instruction and similar classroom assessments?
2. How much Extended Time does the student typically require to complete regular classroom instruction and similar classroom assessments?
3. Does the student have the ability to stay on task for extended periods of time or would Multiple Testing Sessions (Allowable Accommodation) be a more appropriate accommodation?
4. Does the student require Extended Time in addition to Multiple Testing Sessions during classroom instruction and similar classroom assessments?
5. Have arrangements for Flexible Setting/Flexible Scheduling been made with the Building Level Testing Coordinator prior to the assessment?

## **ORAL TESTING**

**B. READ ALOUD INTERNAL TEST INSTRUCTIONS AND/OR ITEMS<sup>2</sup>:** As with all Special Accommodations the need for the Read Aloud Accommodation must be documented in the student's IEP or 504 Service Plan. Reading Aloud – Internal Test Instructions may be used on all subtests, as needed, by students with IEPs or 504 Service Plans. The use of Reading Aloud – Internal Test Items for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need. Reading Aloud – Internal Test Items may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

<sup>1</sup> Council for Exceptional Children. (2000). *Making assessment accommodations: A toolkit for educators*. Reston, VA: Council for Exceptional Children, 34.

<sup>2</sup> Note: The audiotape edition of the TCAP Competency Tests may be utilized for those students requiring accommodation B. Use of audiotape is considered a Special Accommodation. Students may use audiotape only or audiotape with the corresponding test booklet, based on the decision of the IEP Team.

Students using this accommodation are to be as independent as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive the accommodation during the administration of a TCAP assessment, (e.g., the entire test is read aloud or certain passages are read aloud).

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.
- The Test Administrator ***may not explain the meaning of any words*** read to the student.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically require oral testing during regular classroom instruction and similar classroom assessments?
2. Is Oral Testing needed for all subject areas, or only on certain tests/subtests?
3. Is Extended Time needed for Oral Testing?
4. Should Multiple Testing Sessions be used?
5. How is Oral Testing used in regular classroom instruction and on similar assessments?
  - a. Does the student have the entire test read aloud or only certain passages?
  - b. Does the student need numbers read aloud?
  - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
6. Have arrangements for Flexible Setting/Flexible Scheduling been made with the Building Level Testing Coordinator prior to the assessment?
7. Does the student have an IEP indicating Oral Testing in the area of Reading/Language Arts if this accommodation is marked for use on the following tests?
  - a. Achievement Reading/LA subtests
  - b. EOC English I
  - c. Gateway Language Arts

Note: Regulations under NCLB do not extend use of "Reading Aloud Internal Test Items" to tests measuring reading/language arts for students with 504 Service Plans.

**C. PROMPTING UPON REQUEST:** Prompting upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting upon Request may be used on all tests, including those measuring reading/language arts, as appropriate, by students with **IEP** documentation of need.

This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Internal Test Instructions must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.
- The Test Administrator **may not explain the meaning of any words** read to the student.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically require Prompting during regular classroom instruction and similar classroom assessments?
2. Is Prompting needed for all subject areas, or only on certain tests/subtests?
3. How is Prompting used in regular classroom instruction and on similar assessments?
  - a. Does the student require frequent prompts for unknown words?
  - b. Does the student need numbers read aloud?
  - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
4. Does the student need Extended Time?
5. Have arrangements for Flexible Setting/Flexible Scheduling been made with the Building Level Testing Coordinator prior to the assessment?
6. Does the student have an IEP indicating Prompting during instruction and assessment in the area of Reading/Language Arts if this accommodation is marked for use on the following tests?
  - a. Achievement Reading/LA subtests
  - b. EOC English I
  - c. Gateway Language Arts

**D. INTERPRETER SIGNS/CUES:** This accommodation may be used only by students with a Hearing Impairment/Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

Eligible students must receive this accommodation under the following conditions:

- Fingerspelling must not be used to administer items that require the student to demonstrate the skill of spelling.
- The interpreter is to sign greater/less than signs, equal signs, exponents, etc. in the same manner they are signed when used during classroom instruction and similar classroom assessments. The interpreter is not to sign information that would provide the student with the answer. For example, a question asks: Which digit is in the thousands place in the number 3, 849? The interpreter would sign the number as “three—comma—eight—four—nine” instead of “three-thousand eight hundred forty-nine.”
- The student must be tested in an isolated area in which students who do not need the accommodation may not see the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system’s testing window.

**Questions  
for the  
IEP Team**

1. Does the student typically require Signing/Cueing during regular classroom instruction and similar classroom assessments?
2. How is Signing/Cueing used in regular classroom instruction and on similar assessments?
  - a. Does the student require frequent cues for unknown words?
  - b. Does the student need numbers signed?
  - c. Does the student need this accommodation only on tests with greater content or unknown vocabulary?
3. Does the student need Extended Time?
4. Have arrangements for Flexible Setting/Flexible Scheduling been made with the building level test coordinator prior to the assessment?
5. Is Signing/Cueing during instruction and assessment in the area of Reading/Language Arts indicated on the IEP if this accommodation is marked for use on the following tests?
  - a. Achievement Reading/LA subtests
  - b. EOC English I
  - c. Gateway Language Arts

**E. STUDENT READS INTO AUDITORY RECORDER / PLAYS BACK IMMEDIATELY FOR**

**COMPREHENSION:** Special Accommodation E may be used on all TCAP Assessments by students with an IEP or 504 Service Plan. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Special Accommodation E may be useful for *students with 504 Service Plans* in situations where Accommodation B or C is not permitted (i.e., reading/language arts subtests of the Achievement Test and EOC English I and Gateway Language Arts Tests).

Extended Time limits may be determined by the student’s IEP Team or 504 Review Committee.

Eligible students must receive this accommodation under the following conditions:

- Ensure that a blank tape is provided to the student.
- Ensure that the student has a functional audio recorder.
- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.
- Only the student may read into the audio recorder.
- The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.
- The student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the answer document.
- Refer to the *Test Administration Manual* for special instructions for returning the audiotape to the State. Under no circumstances may audiotapes be retained or copied.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system's testing window.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically use an audio recorder during classroom instruction and similar classroom assessments?
2. Have arrangements for Flexible Setting/Flexible Scheduling been made with the building level test coordinator prior to the assessment?
3. Will the student need Extended Time? If so, how much?
4. Have Test Administrators been made **fully aware** of the special handling instructions for used tapes?

## **MATHEMATICS**

### **F. CALCULATOR / MATHEMATICS TABLES (Items Not Measuring Computation):**

With the exception of the Competency Test, Calculator/Mathematics Tables use is not considered a Special Accommodation for test items that do not measure the academic skill of computation (e.g., applied concepts and algebraic problems) and is permitted on the Achievement, EOC and Gateway Tests. If Calculator/Mathematics Tables use on items not measuring computation is appropriate for the TCAP assessment, and the school system does not permit this as an Allowable Accommodation, the IEP Team or 504 Review Committee should document the Calculator/Mathematics Tables on the *Allowable/Special Accommodations Addendum*. In this case, the use of the Calculator/Mathematics Tables in the general education program should be recorded on the IEP or 504 Plan. The use of Calculator/Mathematics Tables as a Special Accommodation is not recorded on the answer document for Achievement, EOC and Gateway Tests as it is an Allowable Accommodation for these assessments. Refer to the *Test Administration Manual* for required calculator restrictions. For the Achievement Test, refer to the *Teacher Directions* for approved subtests.

Calculator/Mathematics Tables use **is** considered a Special Accommodation for the Competency Test. Items addressing calculation, applied mathematics and mathematical concepts are scattered throughout the test, and not clustered in a manner that would facilitate group administration using this accommodation. Careful one-on-one administration of the Mathematics Competency Test is required in order to monitor items that would allow the use of this accommodation. Refer to the *Test Administration Manual* for specified items.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does your system allow use of the Calculator/Mathematics Tables on approved tests/subtests?
2. Does the student typically use Calculator/Mathematics Tables during classroom instruction and similar classroom assessments (e.g., assessments that do not measure computation)?
3. Will the student require Flexible Setting?
4. Has the memory in the calculator been cleared prior to testing? Memory must also be cleared after testing.
5. If the student has an IEP, does s/he qualify for use of calculator/mathematics tables on all math tests/subtests? If so, then Accommodation G should be marked.

**G. CALCULATOR / MATHEMATICS TABLES (100% Mathematics):** Special Accommodation G may be used on all tests, including those measuring computation, as appropriate, by students with IEP documentation of need. This accommodation applies to the Achievement Test and to the Competency Test.

Note: Use of Calculator/Mathematics Tables is an Allowable Accommodation for all students on EOC and Gateway Mathematics Tests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the calculator during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.

**Questions  
for the  
IEP Team**

1. Does the student typically require the use of a calculator/mathematics tables during 100% of regular classroom instruction and similar classroom assessments, including those measuring computation?
2. Has the memory in the calculator been cleared prior to testing? Memory should also be cleared after testing.
3. Have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?

**H. MANIPULATIVES:** Special Accommodation H may be used on mathematics tests/subtests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program**. Manipulatives include: counters, shapes, textured material (i.e., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session. The State does not provide manipulatives other than rulers for the TCAP assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not have access to the manipulatives during the test administration. This may be provided in an individual or small group setting with students needing the same accommodation.
- Manipulatives used on TCAP testing must be the same manipulatives used by the student throughout classroom instruction and similar assessments.
- The Test Administrator may not review the test to determine if additional manipulatives are needed.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically require the use of Manipulatives during regular classroom instruction and similar classroom assessments, including those measuring computation?
2. Have arrangements for Flexible Setting been made with the Building Level Testing Coordinator prior to the assessment?
3. Have arrangements been made to secure the same Manipulatives used during classroom instruction for the TCAP assessment?

**I. ASSISTIVE TECHNOLOGY:** Special Accommodation I may be used by students with an IEP or 504 Service Plan where there is a **written goal** that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read-Aloud” the Reading/Language Arts portions of the Achievement, EOC or Gateway Assessments requires IEP documentation of Accommodation B (read aloud internal test instructions/items). Students with 504 Service Plans may not use any device that reads aloud internal test items on the Reading/Language Arts sections of TCAP Assessments.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see the technology during the test administration.
- The Test Administrator must follow all directions exactly as they are written in the *Test Administration Manual*.
- The Test Administrator must check the equipment prior to the test administration to ensure it is in working order.
- Use of prediction software, electronic spellers, spell check, and/or grammar check utilities is prohibited.
- All student responses must be transferred to a regular answer document.
- All documents, computer discs, or any record of student responses must be returned to the State. See the *Test Administration Manual* for special handling and return instructions.
- The Building Level Testing Coordinator must verify any test items or student responses are removed from computer hard drives.
- The test/subtest must be completed within the school day.
- All testing must be completed within the system’s testing window.



**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically require the use of Assistive Technology during regular classroom instruction and similar classroom assessments?
2. Does the student require Special Accommodation B (Read Aloud)? If not, technology that reads any part of the test aloud to the student is prohibited. Rules that apply to Accommodation B must be followed for Reading/Language Arts.
3. How will the student record her/his answers? On the answer document? In the test booklet? Dictation to the computer? Dictation to a scribe? Recording answers into an audiotape?
4. If needed, who will be responsible for transcribing the student's answers to a regular answer document?
5. Does the student require use of Extended Time?
6. Does the student require an Individual or a Small Group Setting? If so, have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?

**J. SCRIBE:** Accommodation J is considered a Special Accommodation for the Writing Assessment. It is an Allowable Accommodation for the Achievement, Competency, Gateway and EOC tests. Special Accommodation J may be used by students when indicated on the IEP or 504 Service Plan or due to short-term physical inability to write. Extended Time limits for the Writing Assessment may be determined by the student's IEP Team or 504 Review Committee.

If the student can proficiently use a keyboard, the IEP Team or 504 Review Committee should consider the use of a keyboarding device (Assistive Technology) instead of dictation to a scribe for the Writing Assessment. According to a report by the National Center on Education outcomes, "If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."<sup>3</sup>

Students who cannot mark their own answer documents may use an impartial Scribe. A student may dictate his/her entire response using an audio recording device. The student's response may be played back in short segments, so that the student may then spell out each word, letter-by-letter, and punctuate the response for the scribe.

If the student does not typically use an audio recording device, the student may dictate his/her entire response to the scribe. The scribe may read back the student's response in short segments, so that the student may spell out each word, letter-by-letter, and punctuate the response for the scribe.

In either case, the scribe must record the student's response exactly as the student dictates it. Corrections may not be made in spelling, punctuation, sentence structure, etc.

---

<sup>3</sup> Thurlow, M., & Bolt, S. (2001). Empirical support for accommodations most often allowed in state policy (Synthesis Report 40). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, 13. World Wide Web: <http://education.umn.edu/NCEO/OnlinePubs/Synthesis41.html>.

If a student uses an audio recording device, the tape must be labeled with the student's name, social security number, school name, and system name. The labeled tape must be placed in a protective case, and returned to the State at the address provided in the *Test Administrator's Manual*.

**Questions  
for the  
IEP Team or  
504 Review Committee**

1. Does the student typically require the use of a Scribe during regular classroom instruction and similar classroom assessments?
2. Does the student need a Scribe due to a recent short-term physical inability to write?
4. Who will be responsible for transcribing the student's answers to a regular answer document?
5. Does the student require use of Extended Time?
6. Does the student require an Individual or a Small Group Setting?
7. Have arrangements for Flexible Setting been made with the building level test coordinator prior to the assessment?

**K. UNIQUE ACCOMMODATIONS:** Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodations Request Form (UAARF)*. All *Unique Adaptive Accommodations Request Forms* should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students *Unique Adaptive Accommodations Request Forms* should be submitted to the Department of Education for review and approval as soon as need is indicated.

The following guidelines should be used when determining if a *Unique Adaptive Accommodations Request Form* should be considered:

- The use of the accommodation must be currently documented in the student's IEP. (The unique accommodation does not have to be documented on the current *Allowable/Special Accommodations Addendum*, but a copy of the approved *Unique Adaptive Accommodations Request Form* should be attached to the IEP.)
- The accommodation must be used for the purpose of student access to the general education curriculum.
- The accommodation shall be age appropriate, related to the student's disability, and must meet the individual instructional needs of the student.
- The accommodation must be part of the student's regular instructional program, used consistently throughout the school year for all related classroom assignments and tests. (The accommodation may not be introduced for the first time on a TCAP assessment.)
- The student must be proficient in the use of the accommodation.
- Any accommodations that change the standards measured by altering the number of items on the test or answer choices **will not be considered**.

## Testing Irregularities

It is the responsibility of each school's lead special education teacher or 504 Coordinator, respectively, to confirm that students using Special Accommodations have met the required conditions and that they are documented on the student's IEP or 504 Service Plan. It is the Test Administrator's responsibility to obtain a list of all students using Allowable and/or Special Accommodations and to ensure all accommodations are applied appropriately.

A *Report of Irregularity* should be submitted under the following conditions:

1. A student qualifies for a Special Accommodation, but does not receive it.
2. A student does not qualify for a Special Accommodation, but receives it.
3. A student qualifies for a Special Accommodation, but that accommodation was provided incorrectly.

**NOTICE:** If Special Accommodations are needed for accommodating a student's disability and do not appear in the Special Accommodations Addenda, contact the Division of Special Education (615) 741-2851 or the Division of Evaluation and Assessment (615) 741-0720 for guidance and further instructions.